UNESCO SOURCES

# UNESCO IN THE MIDDLE EAST: A PARTNERSHIP FOR PEACE

## THE ACORN AND THE OAK

M.S. Patel
Lecturer
Piparia, Hoshangabad (India)

I enjoyed reading your dossier on "Brain Drain" (*Sources* No. 61). The motives for immigration are as varied and complex as human nature itself. This microcosm has now become a macrocosm. The lack of economic opportunities pushes immigrants from their home countries and the possibilities for advancement pull them to the host countries.

However, this is only one side of the picture. Remember, the acorn produces the oak. Immigration changes the milieu of the host country and helps Third World countries tackle the problem of widespread unemployment. But while staying abroad, immigrants should not forget their own motherland.

Statistics show that the UNITWIN and UNESCO Chairs programme are gaining momentum. These projects will alleviate the tendency to immigrate which if left unchecked may initiate cataclysm in one's country.

## PROBING BENEATH THE SURFACE

Deo N. Nhwari
Rukungiri (Uganda)

Your editorial about Rwanda (*Sources* No.62) was alarming and even emotional. The atrocities committed by the Hutus against the Tutsis are quite similar to those perpetrated by Hitler's henchmen against the innocent Jewish population in Nazi Germany.

I know for sure that the current regime in Rwanda is not sleeping but it should, all the same, pull up its socks. The history of long-term conflicts between Hutus and Tutsis should be dumped in the dustbin so that Rwanda may emerge as a new-born nation on the African continent. Tribalism, segregation and sectarianism have hampered some, if not all, development efforts among many African states.

Bravo! Once again you have probed beneath the surface of a world affair.

## ULUGH BEG: EVERYBODY'S FAVORITE?

Yves Cazaux
Former Vice President of the International Fund for the Promotion of Culture
Voudreuil (France)

I read *Sources* with interest. But I disagree with a reference in Amy Otchet's article "Ulugh Beg: Grand Prince and Astronomer" (*Sources* No.64) which denounces the former Soviet Union for discouraging interest in Ulugh Beg, Samarkand's great ruler and scholar.

Some years ago I was invited to visit Samarkand by the Soviet Writers Union. My stay was deeply marked by memories of Ulugh Beg's prestige and a guided tour of his immense astronomy laboratory. For me, Samarkand will always be the grand capital of astronomy.

## THAT DARN VACUUM!

Ann Bix
Photographer
Moose Jaw, Saskatchewan (Canada)

I enjoyed the issue "Africans on Africa" (*Sources*, No. 65). The personal accounts provided a fresh and insightful look into daily life in Africa - a relief - after all of the dry articles based on the expert opinions of social scientists and politicians.

I just hope that these voices and others were clearly heard at February's "Audience Africa". Despite the good intentions, the conference risked being swept up by that intellectual vacuum where grand plans are eloquently proposed without a second thought to political and economic constraints. A new set of recommendations complimented by a few pilot projects just won't cut it. It's time for action and commitment based on an outlook capable of envisioning change without losing sight of practical limits.

## CONGRATS!

Aroussia Lahmar
World Federation of UNESCO Clubs, Centres and Associations
Tunis (Tunisia)

Let me congratulate the entire team at *Sources* for their excellent work. The articles are clear, concise and timely. Bravo!

## LOOKS AREN'T EVERYTHING

Herbert Lamm
French UN Association
Longpont (France)

A regular reader of *Sources*, I find the magazine to be more independent than the more lavishly produced "The Courier".

I especially enjoyed the dossier "Africans on Africa" (*Sources* No. 65). Please send me extra copies in English and Spanish for interested friends in the United States and Mexico. It's too bad that the magazine is not translated into German because I know some people in Vienna who would also like to read it.

# THE WEIGHT OF WORDS

*A colloquium of international legal experts on the right to humanitarian assistance; Audience Africa, which invited Africans themselves to work out their continent's social development priorities; the Second Assembly for the Indigenous Initiative for Peace; a symposium on women's access to expression and decision-making in the media; the first UNESCO Philosophy Forum; an international conference on biosphere reserves - 10 years after the first one: if we mentioned all of the meetings organized by UNESCO over the past few weeks alone, the list would be much longer...*

*The diversity and disparate nature of the subjects treated could be considered something of a jumble, or worse, lend weight to one of the fiercest criticisms levelled at the Organization: that words are used as an end unto themselves and rarely translate into action. We have heard this criticism often enough, and yet it overlooks an essential truth.*

*Graça Machel, a former government minister in Mozambique and Chairperson of Audience Africa, said there that Africa's biggest problem was not so much its wealth or poverty, but rather a lack of vision. "We Africans must start by defining clear objectives." But how can this possibly be done if they don't come together, exchange views and debate the issues? Nobel Peace laureat and leading light of the Indigenous Initiative for Peace, Rigoberta Menchu, affirmed that "the close of the century provides us with a flame of hope because, unlike our parents, we have a voice in the forums". And finally, Vaclav Havel confided to the UNESCO Courier a few months before emerging from his state of semi-clandestinity that the "chief priority (of intellectuals) is ... to understand the present, to understand its crises and to put a name on them...(they) must watch, warn, put people on their guard". But how can they fulfil this mission unless they have access to the international arena?*

**René LEFORT**

*An uncertain future.*

*Looking for recognition and respect.*

*Solidarity on the court.*

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## BOOKS

### COPING WITH CRISIS: Austerity, Adjustment and Human Resources

Faced with widespread crisis, many countries have been forced to redirect and/or reduce public expenditure, notably in the areas of education and training. This disinvestment in skills and knowledge may jeopardize countries' longer-term recovery. *Coping with Crisis* reports on the findings of studies undertaken in the

framework of the interagency UNESCO - International Labour Organization (ILO) Task Force on these problems. The book first sets the context for austerity and structural adjustment and the implications for education and training, then analyses case studies in Tanzania, Costa Rica, Brazil, Hungary, and Senegal. Cross-national and cross-disciplinary, *Coping with Crisis* reflects an international cooperative approach to helping build national capacities for sector analysis, policy formulation and implementation. Restructuring is often a painful process with few clear pathways. This volume expresses the belief that international dialogue and cooperation can help governments identify and strengthen the more manageable and sustainable routes.

● ***Coping With Crisis: Austerity, Adjustment & Human Resources,*** *Joel Samoff, ed., UNESCO/ILO/Cassell 1994, 284 pp., 170 FF.*

### NATIONAL EXAMINATIONS: Design, Procedures and Reporting

Examinations play a crucial role in education systems, providing the information on which selection for further education is based, and certifying levels of competence. Because of their importance for a student's future life, and the efforts made to maximize chances of success, examinations often determine teaching and learning programmes and may entirely dominate education systems. What is 'their role, their advantages and disadvantages'? How can they be made more efficient, their gains maximized and losses minimized? These are some of the questions addressed in this booklet, of certain interest to planners and policy-makers as education moves towards universal primary education, greater access to secondary schooling, recurrent and lifelong education.

● ***National Examinations: Design, Procedures and Reporting****, by John P. Keeves, Fundamentals of Educational Planning No. 50, UNESCO/IIEP 1994, 108 pp., 50 FF.*

## REPRESENTATIVE WORKS

### THE YEAR OF THE HARE

Described by the editors as *"a picaresque novel with an ecological theme,"* *The Year of the Hare* is the first English translation of Finnish story-teller Arto Paasilinna's best seller. The tale opens as a journalist and a photographer set out on an assignment. As they drive through the country they hit a young hare. Vatanen, the journalist, leaves the car and goes in search of the injured creature. This event is the catalyst for a series of bizarre adventures which take Vatanen beyond the Arctic Circle and into Soviet Russia, to arrest and imprisonment. But this is not the end of the story, to which his encounter with the beguiling Leila brings a final happy twist.

● ***The Year of the Hare****, by Arto Paasilinna, Peter Owen/ UNESCO 1994. UNESCO Collection of Representative Works, 135 pp., 125 FF.*

## PERIODICALS

### PROSPECTS

**"100 Thinkers on Education"**

The 2nd volume of this 4-volume series (Nos. 87/88) continues publication of 100 essays by recognized specialists. Starting with Paulo Freire, Volume 2 presents 25 monographs, including on Freud, Gandhi, Al-Ghazali, Hegel, Illich, Kant, and ending with Swedish writer Ellen Key. The aim of the undertaking, writes Editor Zaghloul Morsy, is to *"fill the need for presenting and appraising the great figures who have left their mark on educational thought"*. Thus this *"paideia gallaxy"* will cover not only thinkers and pedagogues exclusively concerned with education, but also philosophers, historians, poets, etc., who, over 25 centuries, on five continents, says Morsy *"have shaped us all"*.

### THE UNESCO COURIER

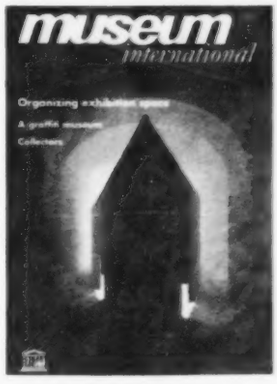
**Development: The Haves and the Have-Nots**

As a prelude to the World Summit on Social Development (Copenhagen, March 6 to 12), sociologists, philosophers and economists describe the "silent majority" confronted with unemployment, poverty, and exclusion. A text by the Burmese Nobel Peace Prize-winner Aung San Suu Kyi, introduces the issue (March). *"It is not enough to provide the poor with material assistance,"* she writes, *"They have to be sufficiently empowered to change their perception of themselves as helpless and ineffectual in an uncaring world."* Articles feature the fight against poverty in Mexico, in Brazil, and reconstruction in South Africa after half a century under a regime which made exclusion the keystone of policy.

### MUSEUM INTERNATIONAL

**Organizing exhibition space.**

It is now recognized in the field of museology that the exhibition medium is the best means for both displaying collections and transmitting knowledge. The main dossier of this issue (No. 185 1/95) is thus of the greatest interest for professionals. Under the title "Exhibiting to see, exhibiting to know," Prof. Philippe Dubé of Laval University (Quebec) traces the history of display. Other articles focus on "the exhibition as theatre," exhibit sound design, new




technologies, and examples of what museums are doing to bring object and visitor together in a meaningful fashion.

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# LOIS RICHARDS: OUR WOMAN IN SOMALIA

The United Nations has pulled its peacekeeping troops out of Somalia. UNESCO however, has opted to stay behind and continue its efforts to rebuild the country's shattered education system.

Carrying the Organization's banner there is UN volunteer Lois Richards, 54, retired teacher and unshaken optimist from Trinidad.

*"I have seen people in what seemed to be impossible conditions rise up and regain a sense of worth any number of times,"* she says.

Overcoming the odds is something the diminutive Richards has been doing for most of her life. At college in England she found herself the only black student. Upon graduation she taught in a school where she was the only black person in the county. When she moved back to Trinidad, she chose to teach in a poor city area. In fact, she spent most of her 30-year career as teacher and principal in schools usually referred to as *"dust-bin cases"*, helping students nurture hope and find meaning in their lives.

## BACK ON THEIR FEET

After opting for early retirement, she used her skills as a home economist and nutritionist in working with community development projects, once again helping people get back on their feet.

*"You just have to guide them and help get their focus right,"* she says. *"In the case of Somalia, the people need to be convinced that there is a better tomorrow, a chance for their children and therefore a future. That's the message that we are trying to pass."*

Getting that message across, however, requires the complete reconstruction of the country's education system. Most schools have been damaged and looted. Those that remain standing have been occupied by displaced persons or clan militia. All educational records have been destroyed. This is doubly tragic in that Somalia, in the 25 years following its independence in 1960, had been considered a model of educational development in Africa. Enrolment, for example, climbed from a mere 28,000 in 1974 to almost 272,000 in 1982, with an average of $27 being spent per primary student.

The political turmoil soon put an end to the progress. By 1989-1990 less than 40,000 children were still in school and spending per student had dropped to $3.50.

UNESCO's Programme for Education for Emergencies and Reconstruction (PEER) in collaboration with other UN agencies and NGOs has been trying to find ways to get the school system working again. Lois Richards is at the forefront of this effort. Networking with other agencies in Baidoa, 300 km south of the capital Mogadiscio, Richards last year coordinated the distribution and application of 1,000 Teacher Emergency Packages (TEP)- UNESCO's classroom in a box (see *Sources* No. 63) - in close to 150 villages.

Some of these villages had never had a school before and were only accessible by foot. Undaunted, she tucked her trousers into her boots and set off into the bush alone. At first, her colleagues thought she was joking: the region is infested with bandits, and law and order is largely in the hands of local militia. But after she'd been gone a full day, they rose to the challenge and began accompanying her.

She arranged for schools - usually a single room - to be built in the villages. In some cases, the UNESCO TEP programme was such a hit that the elders, including the village chief, would attend adult literacy classes in the evening using the same specially prepared materials as their children. During the same period, Richards organized 13 teacher training workshops and set up a school inspectorate in the region.

She also travels regularly into the Somali refugee camps in Djibouti and Hargeisa, conducting workshops for teachers, and establishing classes for the children there. With the World Food Programme's help, she has set up a Food for Work Programme, boosting teachers meagre salaries with food rations. A School Feeding Programme provides children with a snack or lunch helping their parents offset the cost of books and other educational expenses.

## HOSTILITY & DISTRUST

Her courage, commitment and astonishing energy have won her the deep respect of the Somalis and guaranteed her acceptance in an environment marked more often by hostility and distrust.

*"To understand the situation here I tried to put myself in the position of the Somalis. It is not difficult to understand that when you have lost everything the rules and regulations of society don't matter anymore,"* she says. *"But the Somali situation is not a hopeless one. If they have a sense of accomplishment, then it follows that they will start looking at each other as fellow brothers. The bottom line is the children. I hope we at UNESCO are giving them a future."*

**Cecilia KAMAU,**
**Mogadiscio (Somalia)**

● ***"TOLERANCE** is respect for diversity, through recognition of our common humanity,"* declared Boutros Boutros-Ghali, Secretary General of the United Nations, at a press conference he gave with UNESCO Director-General Federico Mayor, on February 21 in New York, to launch the UN Year For Tolerance.
Mr Mayor, for his part, stressed *"education for tolerance"* as *"the best investment we can make in our own future society"*. *"We do not want young people to be docile,"* he said. *"We want to encourage debate and even dissent. But no violence."* He added that *"this year we want to do more than deplore, condemn, denounce and decry. We want fresh thinking, new tools, policies and legislation."* In the battle against intolerance, he said, *"we must strike at the roots of violence: poverty, ignorance and exclusion."*

# UNESCO IN THE MIDDLE EAST: A PARTNERSHIP FOR PEACE

***To consolidate the foundations of peaceful coexistence based on the just sharing of riches among peoples and religious communities; to safeguard an ancient and fragile cultural heritage on a relatively small and often overpopulated area: these are the healthy "obsessions" common to all the partisans of peace in the Middle East.***

***In its fields of competence, UNESCO is working (see below) on many fronts: in Jerusalem (p. 10) where the Organization has been playing the role of mediator for over 20 years to help ensure continuity of the exceptional heritage at the crossroads of the three monotheistic religions; in Beirut (p.8), in Cairo (p. 9) and at Petra (p.11) to preserve ancient sites without jeopardizing development. In the West Bank and the Gaza Strip, UNESCO is supporting the Palestinian Authority in its efforts to improve the education system in the autonomous territories (pp. 12-13 and 14-15) and encourage the installation of a television network (p. 16).***



The current conflict in the Middle East is the oldest in the Mediterranean Basin. Moreover, it embodies all the characteristics of the region: conflict between North (Israel) and South (Arab) as well as the problem of water and land distribution among a dense population.

Progress since the Conference of Madrid (1992) has been considerable, yet obstacles continue to multiply along with uncertainties about the region's future. As the distance separating conflict from peace shrinks, anxieties grow. Victors or victims, the confident or the hesitant, leaders or ordinary citizens, each has his or her own way of envisaging peace, endowing it with both hope and fear.

For it is obvious that nothing will ever be the same in the Middle East where the peace strangely resembles a leap into the vast unknown.

Faced with the uncertainties of a still vague tomorrow, attitudes of rejection and withdrawal along with a refusal of others and their differences abound. They could still, in light of the inequalities which persist between countries in the region, seriously endanger the peace process.

Consequently, the international community has committed itself to finance vast sub-regional cooperative programmes and provide substantial aid to the peace partners, but... after peace. It is, however, today that peace is being won and post-conflict structures set in place.

Confronted with this enormous challenge, UNESCO has a role to play and is doing its best to assume the responsibility through: a cooperative agreement with the PLO, participation in the reconstruction of Lebanon, peace symposiums in the Middle East, reinforcement of the Organization's presence in the field thanks to its offices in Cairo, Amman and Beirut.

## COOPERATION AND ACTION

But what can UNESCO actually do? First of all, extend cooperation with governments through action aimed at reducing inequalities between Israel and neighbouring countries, help the Palestinian people set up administrative and civil structures and build the means for development, mobilize and consolidate human resources.

In other respects, the Organization can help modernize and enlarge scientific training and foreign language instruction; improve techniques for natural resource management; help promote physical cultural heritage, traditions and arts; and contribute to consolidation and promotion of national cultures.

Then, with regard to civil society, UNESCO can help reinforce women's associations, promote human rights, revitalize local administrations and foster creation of citizens' associations for the support of education and culture. Efforts might also focus on popularizing scientific knowledge, promoting a culture of peace and harmony as well as improving freedom of the press. In other words, stimulate greater participation and responsibility among citizens.

Finally, it can progressively, help create cooperative networks between countries of the region and link them with the outside world, beginning with the rest of the Mediterranean.

It is thanks to this work at various levels of state and civil society and by stimulating effective regional cooperation, through multi-disciplinary and in-depth efforts, particularly in those areas where resistance and fear are strongest, that UNESCO can best contribute to peace and fulfill its role in the Middle East.

**Georges S. ZOUAIN**
**Chief, Emergency Operations Unit**

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# URBANISM OR ARCHAEOLOGY? A TOUGH CHOICE

***Archaeological digs among the ruins in Beirut have turned up some remarkable finds, but developers charged with rebuilding the city are champing at the bit.***

Old Beirut is dead. Destroyed by the heat of battle and sliced in half by the line between the two sides in the civil war. And yet ... It may sound bizarre, but the city's death has actually a proved a boon for urban planners, developers and archaeologists.

The government has given the firm Solidere the job of clearing and rebuilding the centre of the city - the eighth city centre Beirut has had, one on top of the other, over about five thousand years.

Archaeologists have been able to dig and examine these, simply because the buildings that hid them were either destroyed in the fighting or later demolished.

But it's a mixed blessing because it divides people. The archaeologist works slowly and meticulously but every week counts for a property developer. The former sees the earth as a gold mine, the latter as just a unit of human occupation. The archaeologist wants to discover and preserve, the developer wants to build.

The Beirut excavations, just now in full swing after two years, under the supervision of the Department of Ancient Monuments, face the same conflict.

The excavations have just turned up their first finds. The biggest is the Tell, a piece of the original coast where Beirut was first built and where ramparts have been found which prove the uninterrupted occupation of the area for 5,000 years.

This makes Beirut one of the world's oldest cities and the modern capital with the longest history - 3,000 years older than Paris and 2,500 years older than Rome.

When the excavations are finished and the discoveries cleaned up and classified, the site could become a major archaeological and tourist centre. But the developers want to build two big avenues across it and a high-density neighbourhood right next door.

*"That's sacrilege and a crime against our history,"* says Lebanese historian Albert Naccache angrily. He points a finger at Solidere, which he says has put the cart before the horse by marking off an area for major excavation based just on historical records instead of on preliminary digs. Some exploratory excavations are scheduled and the development plan can be adjusted as a result but, he says, this means archaeology is just *"secondary"*.

The works are financed by UNESCO, the UNDP, Solidere and the Hariri foundation, which have raised $2m, a fund partly administered by UNESCO. The dig is being carried out jointly by universities and scientific bodies in Lebanon, Holland, Italy, France and the US, backed by some French local organisations and the London Museum.

Not enough cash is available for the excavations and some of the archaeologists are insufficiently qualified, says Naccache. *"We must also get rid of the idea of excavating by bulldozer and use radar and other advanced methods."*

Some irreparable mistakes have been made. About 20,000 cubic metres of earth covering the ramparts were dumped in the sea by a hasty and poorly organised team. The site was also spoiled by a gaping ditch built for a future sewer and a road for lorries.

Solidere is worried, says Naccache, that it will lose parts of the area if they are declared archaeological sites and so become state property. It also thinks the area might become a cause of political strife if the discovery of major Phoenician remains stirs up feeling between defenders of Lebanon's Phoenician past and those who believe in the country's Arab identity.

The firm rejects all the accusations against it and seems to be trying hard to preserve what's being found on the site. It has decided to begin rebuilding the town away from any archaeological site.

## COMPROMISE

UNESCO's representative in Beirut, Bensalah Kacem, believes archaeologists and planners should work together. Any mistakes, he says, have been due to lack of communication. Since January, a national coordination committee of representatives from UNESCO, the ancient Monuments Department and Solidere has met every week.

*"We're also looking for funds to speed up the excavations,"* says Kacem, who is pleased that *"nearly everyone, including all archaeology students, has lent a hand"* with the dig in the city centre. There's no need to dump the Solidere plan, he thinks. It just needs amending. Also, *"not everything found needs to be preserved on the site itself. Some things can also be displayed in a museum."*

Another idea is a compromise between on-site preservation and museum display. For example, eight splendid marble Roman arches were recently unearthed where a new annex of the Lebanese parliament was to be built. The culture ministry and parliament agreed that they would be dismantled and then put up again in the same place, only inside the new annex, in a special basement room. A kind of harmony between developer and archaeologist at the centre of the market place, as it were.

**Fady NOUN**
**L'Orient-Le Jour, Beirut**

# MUMMIES OR MOTORWAYS

***Plans for a "ring road" brushing up against the Pyramids as it circles Cairo are causing an uproar ... and providing a chance to review development of the already damaged site before it's too late.***

Egypt is torn between its transport problems and the preservation of its most prestigious archaeological site, the plateau of the Pyramids of El Giza - the only one of the Seven Wonders of the World still in evidence today. A motorway now under construction is to pass through the site, only two km south of the Sphinx. In Cairo there has been an outcry over the affair ever since Saïd Zulficar, of UNESCO's Division of Cultural Heritage in Paris, sounded the alarm at the end of November. The World Heritage Committee has now warned that if nothing is done to protect the site, it could be struck from the World Heritage List. President Hosni Mubarak has ordered the suspension of work on the project, and a commission composed of representatives of the Ministries of Culture and New Urban Communities has been hastily set up.

The offending "ring road", is part of a 1982 project to build a motorway around the periphery of Greater Cairo. The eight-lane road has so far been built to the edge of the desert, stopping just short of the plateau of the Pyramids. The World Heritage Committee has sent a letter expressing its serious concern to the Egyptian Antiquities Organization. If nothing is done by May 1, the site will be placed on the List of World Heritage in Danger pending possible removal from the List.

## SERIOUS INFRINGEMENT

Shortly afterwards, in a letter to Mr Mubarak, the Director-General of UNESCO referred not only to the ring road but also to two municipal rubbish tips, military camps encroaching on the site and some 3,000 dwellings being built a few hundred metres from the Sphinx. All of these are serious infringements of the Convention for the Protection of the World Cultural and Natural Heritage which Egypt has ratified.

In a further complication, the Director of the Egyptian Antiquities Organization, Abdel Halim Nureddin, recently announced the discovery, in the vicinity, of some 20 tombs of pharoahs, complete with sarcophagi and mummies.

A fierce debate is raging between archaeologists and urban planners on the interministerial commission responsible for proposing an alternative. The Director of the Antiquities Organization does not want to miss the opportunity to revoke the building permit granted, too hastily in his view, by one of his predecessors.

Among alternative proposals are: maintaining the current route but with special adjustments (tunnels, sunken roadways, etc.); rerouteing the motorway four km to the south which, however, would make it go through the pyramids of Abu Sir; avoiding the site entirely by the south but making the motorway 40 km longer. A fourth solution, proposed by the Giza Municipal Council, consists in routeing the motorway north before it arrives at the Pyramids: it would thus cover the Mariouteya Canal, now an illegal rubbish tip, before joining the northern segment of the Ring Road. Saïd Zulficar, of course, prefers this solution which completely avoids the site.

The Minister for New Urban Communities, Mohamed Soliman, argues that a radical change in the planned route would mean the loss of several million dollars already invested. He wants to sink a portion of the road below ground level to make it as inconspicuous as possible. Sources close to him say it is outrageous that there should now be second thoughts about a project that was drawn up 13 years ago to ease congestion in Greater Cairo, with its 14 million inhabitants.

The ring road is to link Cairo with the new towns of Sixth of October, Sheikh Zayed and Al-Zohur, situated 15 km to the west and expected to provide housing for 1.5 million people in the next 10 years. Several French urban planners from the Land Use and Urban Planning Institute of the Ile-de-France region (IAURIF) were in fact involved in this project as part of a co-operation agreement. Not wanting to be the scapegoats, officials in Soliman's department have compiled a file containing all the authorizations granted by various governments concerned during the 1980s.

In fact, with everyone shifting responsibility to the next person, only President Mubarak is in a position to settle the matter. Indeed, it is surprising that no one asked any questions before. The first to sound the alarm was a dentist who goes riding in the area. Mahmud Hosni says he tried everything before meeting Saïd Zulficar, also an Egyptian. *"I made a video of all these atrocities"*, he says. *"If any of our enemies had wanted to strike at the heart of Egypt's most cherished possession, they could not have done a better job."*

1982 MASTER PLAN FOR CAIRO TRANSPORT (Source: IAURIF).

PYRAMIDS IN PERIL... (Photo UNESCO/S. Zulficar).

As is, the plateau is surrounded on three sides by expressways and scarred by parking lots. Pollution is gnawing at the stones, and uncontrolled urban development has spread to the foot of the Pyramids.

The motorway affair has at least had the merit of drawing attention to an already seriously damaged area. Zahi Awass, who bears main responsibility for the site, has just announced a $15 million allocation *"to protect the Plateau of the Pyramids"*. He plans to disple administrative buildings, shelters for horses and camels and other uncomely structures. Hopefully, the project will not simply fade away once the Ring Road polemic has died down.

**Christophe AYAD**
**Cairo**



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# FAITH TO FAITH IN JERUSALEM

***Sacred to Jews, Muslims and Christians alike, Jerusalem has been on the list of World Heritage in danger since 1982. UNESCO mediator Raymond Lemaire describes the situation and the stakes.***

When Raymond Lemaire became mediator for UNESCO in 1971 to try to halt excavations started by the Israelis in Jerusalem, he considered the situation hopeless. *"I agreed to work for one year because I thought the mission was impossible. But the year still isn't over."* The 74 year-old former university professor and specialist in the conservation of monuments and town planning from Belgium, proudly told *Sources* that he is now trusted *"on both the Arab side and the Israeli side"*.

***How would you describe the heritage of Jerusalem?***

I would describe it as complex, because of the sanctuaries that are of crucial importance for all three monotheistic religions. The Jews' Wailing Wall forms part of the western wall of the Haram al-Sharif, the Muslims' sacred precinct, which includes the al-Aqsa Mosque and the Dome of the Rock and makes Jerusalem the third holy place of Islam. For Christians, there is the Holy Sepulchre, erected by Constantine over the tomb of Christ, and Calvary. The city also has many mosques, libraries and Muslim tombs of the Mamluk era (13th and 14th centuries). Then there's the Old City with its 16th century walls and its domed houses. The monotheistic religions have been fighting over Jerusalem for centuries, but today there's an even bigger question mark since the Muslims reject the "armed annexation" of the Old City by Israel in 1967.

***Who are the key players in the preservation of this heritage?***

It is quite simple: each religious community manages its own property. Israeli law does not allow civilian authorities to intervene as long as public safety is not at risk. The Jewish heritage is managed by the Religious Affairs Directorate of the Ministry of the Interior - often controlled by Orthodox parties, in close liaison with the Chief Rabbi. Muslim property is the responsibility of local religious administrative bodies, the "waqfs", foundations which transfer the usufruct of part of their property to religious charities. These "waqfs" come under the jurisdiction of the Jordanian authorities who, after managing the Old City from 1947 to 1967, agreed with Yasser Arafat in 1975 to continue because they were afraid Israel might try to take over Muslim property.

***Is this split responsibility viable in the long term?***

It is the only way to avoid conflict and, if I may say so, "keep the church in the middle of the village".

***Has the peace process changed the scheme of things?***

Not on the ground. But the question of Jerusalem is causing tension between Jordanians and Palestinians. Although they lack the necessary resources, the Palestinians would like management of Muslim property to be entrusted to them so they could assert their political rights there.

***Are any sites in real danger?***

No site is in real danger. The problem is that expropriations since 1967 have deprived the "waqfs" of part of their income. As a result, the state of some buildings is causing concern. As for restoration of the Holy Sepulchre, each religious community (Roman Catholic, Greek Orthodox and Armenian) works on its own. Some of the work done in the Greek Orthodox part, like the erection of concrete partitions inside the building, is simply regrettable.

***What can UNESCO do?***

It acts as a go-between. In the case of the Holy Sepulchre, we are trying to get the parties to stop work that goes against internationally accepted rules. UNESCO monitors application of resolutions adopted by the General Conference on Jerusalem, which has been on the List of World Heritage in Danger since 1982. But the Israelis consider that UNESCO, which is supposed to intervene only at a government's request, should not interfere because the City is Israeli territory.

However, the annexation of Jerusalem is not recognized by the UN which, since 1947, has considered the City as under its jurisdiction. In the end, through personal relations and a bit of diplomacy, everything is sorted out one way or another. We are financing restoration on Muslim monuments like the Khalidi library, the private library with the most valuable collection of Arab manuscripts, and are helping to make it accessible to the public. We are beginning work on the two remaining traditional "hammams", the "suq" - the most imposing entrance to the Haram al-Sharif, and ancient Korans in the al-Aqsa Museum. We act at the request of the communities concerned, most frequently the local "waqf", when there are problems but no money. In 1986, we opened a special account for Jerusalem to which mainly Muslim States like Saudi Arabia, the Emirates, Pakistan, etc., have contributed, collecting $200,000 to $300,000 a year.

***Which are the main sources of funds, apart from UNESCO?***

Mainly Jordan, for funding restoration of the al-Aqsa Mosque, begun in 1970, and the Dome of the Rock, begun two years ago, and expected to cost $20 to $25 million, of which King Hussein has already put up $8 million. Each of the Christian communities is trying to raise funds for the Holy Sepulchre but without much success. ■

# HASTE MAKES WASTE IN PETRA

***Haphazard planning in Petra has overlooked some basic needs - from monument preservation to toilets for tourists. UNESCO's criticism of these plans is causing some donors to think twice .***

Petra hasn't attracted this much attention since the legions of Roman Emperor Trajan seized the capital of the Nabatean Arab Kingdom. But almost two thousand years later, the warriors have been replaced with tourists bringing the promise of wealth and the threat of destruction to Jordan's ancient metropolis.

Today's concern is whether the environmental, archaeological and social fabric of this site inscribed on the World Heritage List in 1985 can be preserved in the face of large-scale touristic development.

Petra's greatest attraction - more than 800 Nabataean and classical style monuments carved into pink sandstone cliff-faces - is also its weakness. The only entrance to the city, surrounded by mountains, is the "siq", a chasm 800 metres long but only three to five metres wide. The "siq" poses a formidable obstacle in arranging visits for tourists whose number has grown by 11% each year since 1987 when 90,000 people visited the site. About 180,000 people came in 1993 and 300,000 are expected in 2000 given the impact of the Arab-Israeli peace process and agressive marketing techniques by the Jordanians. If construction goes ahead as planned, the area will house another 1200 hotel beds, above and beyond the current 467.

## NEGLECTING THE LAND

*"Tourism has grown too fast without enough consideration given to the necessary infrastructures like drinking water or sanitation systems,"* says Barry Lane, a UNESCO consultant who began evaluating the site upon the request of the Petra National Trust (PNT) and the Jordanian Higher Council for Science and Technology in 1992. *"Petra consists of several sites, none of which has ever been properly excavated. What is missing is a comprehensive plan.*

*"Building hotels is positive in the sense that it creates jobs in local communities,"* says Lane. *"But it has also led people to neglect the land."* He insists that environment-friendly land use be tied to monument conservation. For example, by building retaining walls and agricultural land terraces, people could stem the winter floods which not only strip the soil but damage the archaeological sites. Monitoring livestock grazing would reduce soil erosion and minimize the wind's sand-blasting effect on monuments leaving some cracked and crumbling from water intrusion.

Water presents another problem. *"During the dry season, most villages only have water for one day each week. Imagine what will happen if we build all of those hotels,"* says Lane. *"Tourists are going to want to take a shower every day and then there is the water needed for their meals and maintenance."* He roughly estimates that each hotel room uses the same amount of water as an entire village household.

UNESCO EXPERTS ARE NOT PLEASED BY POLICE USING THIS NABATEAN TOMB ENTRANCE AS A GARAGE (Photo UNESCO/ F. Zoffoli).

Before building more hotels, experts and national authorities should decide on just how many people can safely enter the main site, Lane argues. The government originally estimated a maximum of 3,000 people each day but, after reviewing UNESCO's report, an interim figure of 1,500 was set in August 1994. Officials will probably raise the limit to 2,000 or 2,500 as they consider an electronic ticketing and advanced booking system to monitor the daily visits and stretch the tourist season throughout the year.

*"The carrying capacity might also be increased by developing all of the park's archaeological and natural features,"* says Lane. *"It's filled with interesting things to see - ancient monasteries, markets, caves and tombs."*

The park is administered by the Ministry of Tourism and Antiquities which for Lane spells trouble. *"Petra's director must not be dependent on this ministry but to the Cabinet or the Royal Palace. If not, tourism will always win over preservation concerns."* In attempting to reconcile these concerns, the inter-ministerial Higher National Committee for Petra was set up in 1993 to come up with an infrastructural investment and protection plan. It's recent proposals amount to $12 million and include social development projects for local communities.

However, some Jordanian and international donors fear that it does not sufficiently adhere to preservation principles. *"We do not want to be in the position of providing money for Petra if the work we fund does not adequately include safeguards to strike a permanent balance between tourism development and site preservation,"* says one European aid official. European Union donors say that they will only fund projects adhering to UNESCO's recommended safeguards.

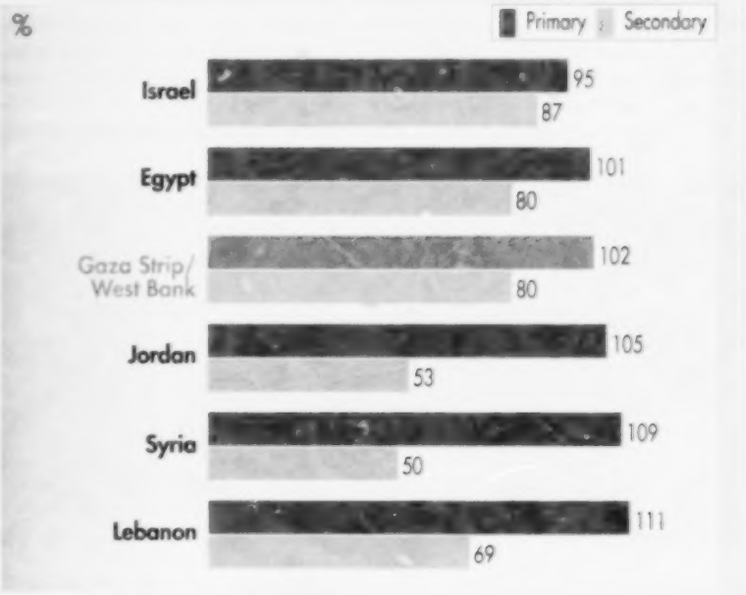
*"The joint Jordanian-UNESCO effort to protect Petra encompasses the human, cultural and social dimensions of the area as well as its unique natural and historical assets,"* explains Queen Noor, PNT's honorary president. *"As such, the integrated approach to natural conservation and human development in Petra mirrors the basic challenge that we and many others face in the developing world - the challenge to promote tourism in order to increase national income and raise living standards without degrading our indigenous natural or cultural environment."*

**Rami G. KHOURI in Jordan and A. O.**

# EDUCATION: WITHOUT A PALESTINIAN DOUBT

***Despite a dilapidated school system in the West Bank and the Gaza Strip, children are still going to class with as much enthusiasm as their peers in neighbouring countries.***

## THE STUDENTS ARE GOING BEYOND PRIMARY SCHOOL...




GROSS ENROLMENT RATIOS (1991 AND 1992).
Sources: UNESCO's Statistical Yearbook 1994 and World Bank.

Despite the poor state of the educational system and frequent disruptions caused by strikes and school closures, Palestinian children in the West Bank and the Gaza Strip have shown a (gross) enrolment rate close to that found in neighbouring countries, as shown in the opposite box. However, this rate (number of students enrolled in primary or secondary school/number of school age children) is based upon population estimates by age group provided by the Israeli Central Bureau of Statistics (CBS). Some researchers, particularly Palestinians, say that these figures have been underestimated by ten to 15%. If this is true, the enrolment rates calculated are also lower than they should be.

This graphic also shows that the number of Palestinian children continuing their education after primary school is similiar to that of the Israelis and Egyptians and surpasses that of the Jordanians, Syrians and Lebanese.

## BUT THE CLASSROOMS ARE OVERCROWDED

NUMBER OF STUDENTS PER TEACHER (PRIMARY AND SECONDARY LEVELS, 1991 AND 1992).
Source: UNESCO'S Statistical Yearbook and World Bank.

In the West Bank and the Gaza Strip, there is an average of 30 students per teacher. However, this calculation hides an important disparity: there are 35 students per teacher in the Gaza Strip as opposed to 28 in the West Bank.

A recent UNESCO study found overcrowded classrooms in both regions with generally less than 1 $m^2$ of available space per student. According to international standards, a minimum of 1.5 x 1.75 $m^2$ is required.

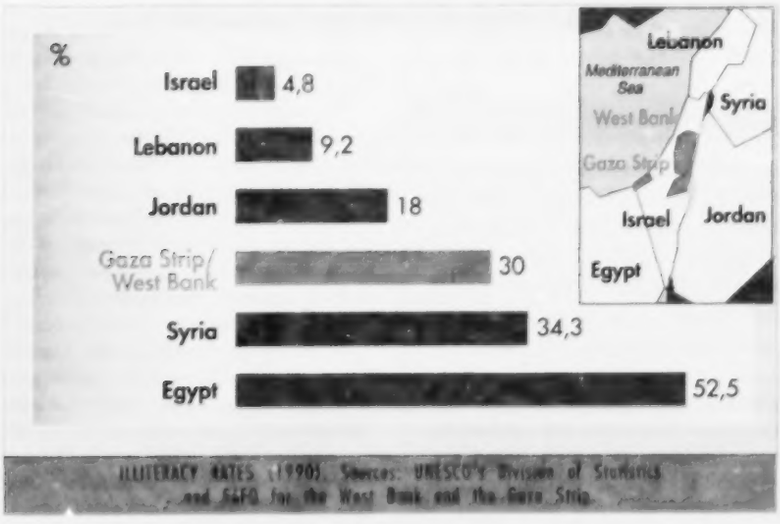
## ... INCLUDING THE GIRLS

PERCENTAGE OF GIRLS (1991 AND 1992). Source: UNESCO's Division of Statistics.

As in other countries of the region, Palestinian girls make up almost half of the primary school students. In the Gaza Strip, as in Jordan or Israel, there are more girls than boys in secondary school. But in the West Bank, a more rural region, girls often stop their studies during secondary school because of family and social pressure to marry. Economic reasons also play a role as parents of poor families often decide that their sons' education is more important than their daughters'. So, the girls are sent to work instead of school. Another key factor is that some villages in the West Bank only have schools for boys, forcing girls to go far from their homes to study.



## TWO OUT OF THREE PALESTINIANS ARE LITERATE




ILLITERACY RATES (1990). Sources: UNESCO's Division of Statistics and FAFO for the West Bank and the Gaza Strip.

In the West Bank and the Gaza Strip, illiteracy among Palestinians falls half-way between that found in Lebanon and Jordan and that recorded in Syria and Egypt.

According to a more precise analysis recently made by the Institute of Applied Sciences (FAFO), a Norwegian NGO, illiteracy is higher among Palestinian women (35%) than men (no more than 25%). This gap is mainly due to the high proportion of older illiterate women (about 90% for those over the age of 60), particularly in the rural areas of the West Bank.

*Infography: A. Darmon*

# A CHANGE FOR THE BETTER

***Better teaching conditions, a more relevant curriculum, safer schools... the Khadijah school in the Gaza Strip exemplifies improvement of education under the Palestinian Authority.***

It is a beautiful sunny morning. On either side of the road stretch green fields - a reminder that spring is on its way. As we get closer to Gaza though, the road gets rougher, the fields disappear and there are more checkpoints.

Near the settlement of Natsareen, I asked for directions to the Khadijah Bent Khuailed school. *"Don't park in the school grounds before asking permission"* advised a young Palestinian policeman.

On the narrow road he had indicated, we found two buildings - both flying a Palestinian flag with the sign *"Palestinian Authority. Education and Higher Education Department"*. A group of kids in dark green uniforms and blue jeans played in front.

The headmistress came towards us. In her late 30s perhaps, with a smiling, but wary face and lots of white hair coming through the blonde...

Why had I chosen her school? Certain procedures had to be followed, she insisted. Previous attempts by phone and fax to organize my visit had failed and my personal assurances were not sufficient to put her at ease. Permission had to come from the Ministry of Education before she would grant an interview and allow me to meet teachers and students. My only choice was to go and see the Minister.

Back at the school, the headmistress, Ms Shadiah Bada Nuroo, apologised and offered coffee. I wondered if her insistence on written permission was her way of protecting her job or reflected the way we Palestinians were used to seeking permits for everything: a permit to work, a permit to talk, a permit to live?

Ms Shadiah Bada Nuroo has been a teacher for 17 years. Most recently she was promoted to headmistress of the Khadijah school. She has a diploma in music education and teaches the children songs and poems in six classes a week.

The Khadijah Bent Khuailed school, she explained, was founded in the early 1980s as part of the Girls Education College. In 1992, the Bank of Palestine donated a four-room building. *"This separated us from the college next door and added two more rooms- my office and a store room."*

The school boasts 289 students - boys and girls aged six to 12. Ten female teachers, mostly graduates from the Girls Education College, carry diplomas in different fields. Classes though, are a struggle.

*"This school is different from others. Not only is it the only primary school in the area, but it is also outside the city of Gaza which means that most of the parents work in the fields or travel to work inside Israel.*

*"There is no kindergarten and most of the parents are illiterate, so students at our school start their first grade without any preparation. Then there is a problem of overcrowding, which forces us to split the classes into two sessions: first, second, fifth and sixth grades in the morning; third and fourth grades in the afternoon. Even so, we have about 50 pupils to a class. There is nowhere for the children to play. This is aggravated by the fact that the third and fourth grade pupils usually arrive two hours early. There is nothing for them to do and no shelter for them from rain or the hot sun. They just hang around making a lot of noise."*

Nonetheless, says the headmistress, there have been big changes since the Palestinian Authority took over. *"School periods are no longer interrupted. Students no longer have to worry about strikes, demonstrations or participating in Intifada activities. We are back to normal childhood worries."* She points to the sign at the school entrance that mentions Saudi Arabia's donation for school maintenance - work that is being overseen by UNESCO.

## SLOWLY, SLOWLY...

Shaking her head and hand together to indicate *"slowly, slowly,"* she adds with cautious optimism, *"the kids and the educational system will change for the better"*.

Her teachers are more cautious than optimistic and clearly frustrated by teaching conditions, and the content of what they teach. *"Up until now our education system has been tied to that of Egypt - the Gaza Strip remained under Egypt until 1967. The West Bank system followed that of Jordan,"* explains Wasfieh Abu Aalta, who teaches Arabic and Islamic religion.

*"In Gaza we've been teaching Arabic in a way that is far removed from our children's environment. They read and learn about the pyramids and Egyptian cities but nothing about Gaza Strip or West Bank cities like Jerusalem. This makes the subjects much harder to teach."*

*"History poses the same problem,"* interrupted another teacher, Fatima Al Nabahin. *"We teach everything about Arabic history and geography but nothing about Palestinian history. There isn't a single map in any book. It depends on the teacher's knowledge, experience, education and especially dedication.*

*"Then there are the physical problems - the lack of space for example. Our 'library' is packed into one tiny corner and the only space the children have to display their art work is the wall above the cleaning supplies in the store-room. In the near future, at least, teachers and students will have separate lavatories."*

## FINDINGS OF THE UNESCO EDUCATION SURVEY

**The vast majority of schools in the Gaza Strip and the West Bank operate double and triple shifts to accommodate all their pupils. In most cases buildings and facilities have deteriorated to the extent that they either need to be demolished and reconstructed or completely renovated. Education is compulsory, but there is little enforcement: families who decide, for example, to keep their daughters home do so with impunity. Many villages also have only a few grades available, and a lack of public transportation prevents students from attending schools elsewhere. In the first three years of the Intifada, average school time lost ranged from 30% to 40 % of the school year. These students have not been able to catch up...**

**These are some of the findings of an extensive education survey carried out by UNESCO in the Gaza Strip and the West Bank last October/November. The survey - the first of its kind - analyses the political, economic and social environments, why education has deteriorated so much, and highlights where donors funds would be best spent.**

SIGNS OF CHANGE (Photo UNESCO/R. Almeida).

The big change for teachers under the Palestinian Authority is a reduced work load, from 30 classes a week to 28. Also, said Wasfieh *"my salary was raised 15 percent to 1400 shekels* (about $470) *a month . It's better but still not enough."*

The school is co-educational, which also sets it apart from most others. And this, according to the two teachers, also makes life harder. *"The environment has made the boys rough"* says Wasfieh. *"They beat up and curse the girls. Boys like to control girls everywhere. So we apply controls by convincing them of their faults and making them feel embarrassed. "*

How do the teachers feel about the peace process? *"Let's not talk about politics. We have described its impact on education. We all hope it will soon be better."*

The students are more open in their enthusiasm. Most of them must walk up to three km a day to get to school, but complaints about the distance are rare. They like their school and their teachers. Have they felt any change since the Israeli soldiers left Gaza? *"Yes. I feel safer coming here,"* answered one boy. *"I don't hear shooting any more."*

**Buthina C. KHOURY, The Gaza Strip**

## A FRESH START

On August 28, 1994, in the wake of the Israeli-Palestinian peace agreement, the Palestinian National Authority assumed responsibility for education in Gaza and the West Bank. With the aid of a number of organizations, including UNESCO, a Ministry of Education was established and immediately began looking at ways to get education on its feet.

The task is enormous. The current budget allocated for the job is around $130 million - a sum considered *"very modest in light of our institutions' requirements"* said Education Minister Yaser Amr. In most of the schools, classes are unheated, poorly lit and ventilated; walls are often cracked, windows and doors broken or non-existent and furniture in urgent need of repair or replacement; sanitary and drinking water facilities are rare and teaching materials such as pictures, maps, laboratories, libraries and computers are unknown.

The high population growth in Gaza and the return of Palestinian families to the Strip in the wake of the peace agreement has further increased the pressure on these facilities. Classes of 50 or 60 students are the norm, and schools are often obliged to run two or even three shifts daily.

Priority has been given to the rehabilitation of the existing facilities and UNESCO, with $2.2 million from Saudi Arabia, has begun supervising work on 14 of the worst affected schools in the Gaza Strip and three in the West Bank. The Khadijah school, south of the city of Gaza is one of them. The school's roof is being repaired, doors and windows replaced, electrical wiring renewed, the sewage system extended to improve drainage, shelter provided for students in the school grounds and an outside wall and gate built. UNESCO is also supporting a project to overhaul the curriculum and make it more relevant to Palestinian students who follow that of Egypt and Jordan in the Gaza Strip and West Bank respectively.

The Palestinians have thrown their full weight behind these projects. As pointed out by one teacher at a preparatory school for boys in the Gaza Strip, who has watched deterioration of the education system there over the past 27 years of occupation, "Without education there is nothing we can do".

**Adnan ODEH , The Gaza Strip**



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# CLEARING THE AIR

***Little by little, the Palestinians' dream to have their own television station is becoming a reality. But before tuning in, they must deal with a range of technical, legal and financial problems.***

Palestinian television is beginning to find its feet. After a year of wrangling with the Israeli telecommunications ministry, the Palestinian Broadcasting Corporation (PBC) crossed its first hurdle by obtaining frequencies this past January.

Under international law, the Israeli government has the sole right to assign frequencies because the Palestinians do not have a state. The government was therefore responsible for finding empty frequencies with little interference, a task made more difficult by the initial resistance of the army which controls the management of the frequencies.

PBC's victory is one too for UNESCO which encouraged the negotiations along with the European Union and France Television. The Organization, in particular, provided two experts to help the Palestinians with technical questions.

UNESCO has provided $250,000 for the first half of the project's action plan involving the purchase of two of the needed transmitters, each 100 watts, for the cities of Gaza and Khan Younis. The money was also used to lease a line linking Gaza and Jericho and to provide PBC staff with technical assistance for six months.

Another $250,000 will go to a video-mixing studio, two cameras and a six-month training programme. The European Union has promised two million ECUs (about two and a half million dollars) to equip the radio and TV studios.

The Palestinians also have permission to build their TV headquarters on the hills of Ramallah. For a long time, the Israelis resisted this proposition because of the site's strategic location - Ramallah overlooks Jerusalem which is only 15 kilometres away. A lot was at stake for PBC which will now be able to cover a wide area with only a small transmitter.

## HERTZIAN WAVES

The ideal way to broadcast would have been from one spot using a satellite. Then the station could have been picked up throughout the territories and in many Arab countries. However, this option would have cost two or three million dollars a year which the Palestinians don't have even with the advantageous deal offered by Arabsat.

So they chose to broadcast by Hertzian waves despite the unsuitable mountainous terrain. The two small transmitters planned for Gaza and Khan Younis cannot reach the West Bank over the hills of Samaria and Judaea. Neither will the third 100-watt transmitter planned for Jericho which is located in a valley. On top of all these geographical problems, further technical adjustments will soon be needed.

But technical snags should soon be resolved with the United States' willingness to supply the needed equipment. However, legal and financial problems won't disappear so quickly.

*"Without a doubt, the Palestinians will have laws concerning the media before a constitution,"* says Georges Dupont of UNESCO's Communication Division.

For the moment, they have opted for public television instead of a commercial station. They must now grant the legal status enabling the station to meet the international community's requirements of pluralism and be eligible for Council of Europe grants.

But PBC really needs more money - to pay staff, equip studios and offices and, most importantly, produce quality programmes. *"PBC hasn't gotten there yet,"* says Nabil Darwish, the corporation's international affairs coordinator, adding that it must wrestle with the difficult problem of producing attractive programmes cheaply.

If PBC can give a good impression from the start, it might quickly rival other stations. *"In Jerusalem, for example, people can pick up about 40 stations,"* notes Dupont. Competition is on the rise as the Israelis, who already broadcast Arabic programmes, prepare to launch a third station entirely in that language.

**Valérie BENGUEREL**



## TO FIND OUT MORE ...

**LIFE AND FATE OF THE ANCIENT LIBRARY OF ALEXANDRIA**. Without a stone remaining from the library, Professor Mostafa El-Abbadi traces its enigmatic history from clues derived almost entirely from the archeology of texts (UNESCO/UNDP, 1990).

**WOMEN IN ARAB SOCIETY - WORK PATTERNS AND GENDER RELATIONS IN EGYPT, JORDAN AND SUDAN**: eminent women social scientists of the Arab region link empirical analysis with personal case histories to examine the impact of the oil economy and radical social changes concerning women's work and status (Berg/UNESCO, 1991).

**THE LAND OF THE PHARAOHS**: part of the World Heritage series, the book's colour photos and succinct text lead young readers 8 - 15 years old on a historical tour of Ancient Egypt (UNESCO, 1992).

**HIGHER EDUCATION IN THE WEST BANK AND THE GAZA STRIP**: this report reviews the structures of the universities, technical and community colleges in the autonomous zones to identify future strategies (UNESCO, 1994).

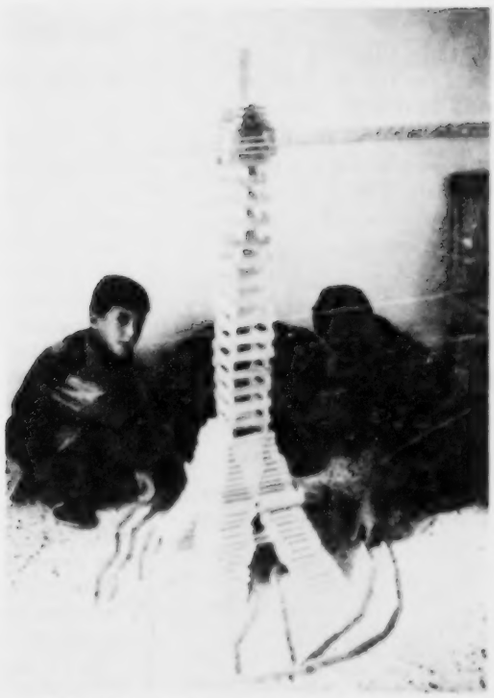
**STUDY ON THE NEEDS OF THE PALESTINIAN PEOPLE IN THE FIELD OF EDUCATION AND TRAINING**: incorporates socio-economic factors in reviewing structures, attendance rates and funding of schools from the pre-school to university level in the West Bank and Gaza.

**THE WORLD HERITAGE**: a fold-out brochure, illustrated with magnificent colour photos, explaining how the World Heritage Convention and List work, and incorporating a complete list of the 358 sites and a world map showing their locations.

**THE WORLD HERITAGE NEWSLETTER**: this quarterly publication covers all the news concerning World Heritage sites - from policy decisions to guided tours.

co-action

# GIVE PALESTINIAN CHILDREN A SECOND CHANCE



*With the two "Care and Learning" Centres in the West Bank, UNESCO Co-Action Programme is raising funds for: educational games, toys and library books.*

*At the "Enfants Réfugiés du Monde" Training Centre and Community Complex in the Gaza Strip, your donations will provide: teaching aids and library books.*

**You can participate by sending a contribution to:**

UNESCO Co-Action Programme, 7 place de Fontenoy, 75352 Paris 07 SP, France

*Contributions go directly to projects. All administrative costs are borne by UNESCO.*

# AFRICA: CHARTING A NEW COURSE

## *At UNESCO last month, Africans from 53 nations looked squarely at their problems, to set up priorities and goals within reach.*

Parts of the final report read like a writ: "Audience Africa" asked UNESCO to *"strongly denounce dictators in Africa as enemies of peace and democracy"*. Don't get it wrong - this is neither a State Department brief from Washington D.C. nor a statement from Amnesty International. It is one of many audacious proposals endorsed by hundreds of Africans who met in Paris last week to find solutions to the seemingly intractable problems which have reduced their continent to an endangered territory.

Labelled "Audience Africa", the February 6 to 10 forum was organized by UNESCO in preparation for the World Summit on Social Development in Copenhagen (Denmark) next month. Its aim was "to provide Africans with the opportunity to undertake incisive examination of the whole question of development and development priorities in the light of new challenges facing the world".

Attendance was phenomenal, perhaps comparable only to the myriad economic, political and social problems that have shoved Africa out of the mainstream of world events. All but two of the continent's 53 nations sent delegations, ranging from presidents and former dictators to Nobel laureate Wole Soyinka of Nigeria.

Some 600 participants included representatives of multilateral organizations and individuals. For sure, the multitude belied the brash cynicism which greeted the event soon after it was announced and persisted hours before Federico Mayor, UNESCO's Director-General, mounted the rostrum.

### ONE MEETING TOO MANY?

*"Aha, another conference on Africa, incoherent catalogue of woes, the begging bowl and then a sumptuous dinner. Forget it,"* asserted one West African student-cum-intellectual who said he had witnessed a dozen such useless gatherings. Yet Mayor and his captive audience pressed on, apparently unaware that the event had been written off even before it started. Africans must begin to wash their dirty linen in public, he said. And the world must listen. The situation is urgent and people can no longer avoid honest debate.

Tracing Africa's dilemma to centuries of slavery and colonization, Mayor said it was only natural that countries which drained the continent of its wealth should now help in its rehabilitation. *"If we fail in this,"* he warned, *"we can expect nothing but misunderstanding, revolt and chaos. We are heading for a shipwreck."*

### A BREAK WITH THE PAST

Mayor set off the fireworks - speeches upon speeches which took up the first day. Many of them were mere verbiage, others intelligent and incisive. But either way, they provided invaluable raw material for the five commissions - on education, science and technology, regionalization, media and democracy and peace as they relate to development.

The result was an 18-page report put together by a team led by Professor Iba Der Thiam of Senegal. In it, the Africans acknowledged their precarious position in the world and recognised that only they can bring change through hard work and good governance.

*"We are all responsible, and we must make a firm and resolute commitment to reverse this trend by breaking with the past and formulating a completely new endogenous development policy. Only Africa can decide its destiny. Africans - and they above all - must take the initiative in solving their own problems. Africa is neither a 'lost continent' nor 'a continent in distress', inhabited by people incapable of raising themselves to the level of other peoples...,"* the preamble said.

But critics say the document said nothing new, citing the 1980 "Lagos Plan of Action for Africa's Development" and the 1992 Tokyo Conference on African Development (TKAD) as having said as much, if not more.

This is not entirely true. Apart from being more articulate and precise, the conclave focused on what it considered to be strategic areas and attainable goals. For instance, the recommendation on communication, culture and development dwelt on the importance of radio in rural areas and empowerment of women journalists. *"Freedom of the press must be loudly proclaimed by all African States and the protection of journalists guaranteed by concrete and effective means."* Governments

●

Refugees from Afghanistan to homeless women in New York: the exhibition **"LIVING TOGETHER** - Testimonies of a population revolution" presents 11 photographic collections at the Musée de l'Homme until 20 March. The photos, taken by Gamma agency for the

*(Photo Independent Commission for Population and Quality of Life).*

**Independent Commission for Population and Quality of Life, illustrate how the daily lives of men, women and children are changing. The collection will also be shown in several West African cities.**

▼

*"Water is going to be THE issue of the 21st century, the most valuable resource, the incomparable wealth,"* said UNESCO Director-General Federico Mayor, addressing about 160 specialists at the 11th session of the Intergovernmental Council of the ***INTERNATIONAL HYDROLOGICAL PROGRAMME*** (IHP), at Headquarters, January 30 to February 4. Delegates drew up a Draft Plan for IHP V (1996-2001) with 31 projects and passed 14 resolutions requesting UNESCO's aid in such areas as water resource management during emergencies and conflicts, creation of an Association of African Hydrology, and environmental studies on the Caspian Sea.

UNESCO SOURCES

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and the private sector should encourage protection of archives and museums, boost African music, crafts, films and cultural products.

In addition, democratization of African countries was considered a prime requisite. This perhaps explains why the Commission on "Democracy in Everyday Life and Development - The Culture of Peace", headed by Soyinka, used strong words about dictators it branded *"enemies of peace and democracy"*. While asking the international community to cut assistance to such regimes, it proposed that the Organization of African Unity (OAU) *"oblige unelected African rulers to organize elections and present themselves to their electorates not later than two years from the date when this resolution is taken into consideration"*. It asked UNESCO's Director-General to prepare an African covenant on democracy, governance and respect for fundamental human rights to be approved by the Organization's General Conference. Prevailing conflicts in many African countries were caused by bad government and abuses by the ruling elite, it said.

Even so, they failed to respond to some basic questions regarding actual implementation. For instance, how does one begin to reconcile the "welfarist" tone of the report with free market policies foisted on African countries by powerful finance bodies like the World Bank?

Bombarded with questions about these questions, the Forum's President, Mozambique's former First Lady, Graça Machel, presented a staunch defence which earned her long applause from a majority of some 80 journalists covering the event.

*"We have always blamed many of our problems on imposed development models. Now someone calls us together and says 'here is a room, sit down, talk, bring out all what you think are your problems so we can look at them and try to find solutions.' How can any of us turn round and say it is a waste of time?"* she asked.

Africa's main problem is not so much wealth or the lack of it, as the absence of a vision. *"We must begin to set out clear goals on how to improve our lot and take full responsibility for this before seeking external assistance and this is what Audience Africa is all about."* said Graça, adding that Africans should not be expected to shut up while others use them as the platform to run up the development ladder. Instead, they must reclaim their economic freedom.

Juan Somavia who chairs the Copenhagen summit said UNESCO hosted the forum in its capacity as the *"intellectual arm of the UN system, whose mandate includes setting agenda and standards for national governments to adapt to their peculiar circumstances. The meeting must be taken seriously because it dates the real commencement of the end of the Cold War in which the major threat to peace is the security of people. There will be no peace and development in the world today if there is no peace and development in Africa"*, he said, putting the forum in context.

As for the journalists, the primary consideration was whether "Audience Africa" hit the headlines back home. Most of the African reporters said they made it do so.

**Felix NJOKU**
**PANA**

*"ONLY AFRICA CAN DECIDE ITS DESTINY. AFRICANS - AND THEY ABOVE ALL - MUST TAKE THE INITIATIVE" (Photo UNESCO/ Almasy).*

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University enrolment soared to 65 million in 1991 from 28 million in 1970. While this rise reflects a growing awareness of higher education's link to economic and social development, it also demands that policy-makers secure adequate public funding. This issue and others were addressed in the Policy Paper for Change and Development in **HIGHER EDUCATION** recently released by UNESCO to enable countries to be *"in a better position to respond to the present and future needs of sustainable human development."*

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UNESCO is on-line with ***INTERNET***! Press releases, database directories, general information and colour images of the architecture and art at Headquarters are now available on this computer network. Addresses, fax, telex and electronic-mail numbers to UNESCO's regional offices, National Commissions and Clubs are also on-line. To access this information, type: **gopher unesco.org** or **url:http://unesco.org: 70**.

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More efficient and rapid action must be taken to help victims of war and natural disasters concluded more than 50 specialists in international law and representatives of humanitarian organizations at UNESCO's International Colloquium on the **RIGHT TO HUMANITARIAN ASSISTANCE**, held at Headquarters from January 25-27. Existing legal instruments such as the Geneva Conventions and Protocols were important but *"too limited"* and often *"not respected"*. Effective assistance and access to victims was often complicated by the need to respect the sovereignty of states concerned, the participants agreed. However, *"barbarity must not be given free rein"* Director-General Federico Mayor told the meeting. *"Nobody today can plead ignorance. World events are flashed into our living rooms as they happen. We become accomplices to these events if we don't act."*

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A project to provide help for the **MASS MEDIA IN A PERIOD OF REFORMS AND TRANSITION** was launched last January in Bishkek (Kyrgyz Republic). The two year, $700 000 project, financed mainly by UNDP and the UN Fund for Population Activities (UNFPA) and executed by UNESCO, will provide training for print, radio and television practitioners in order to up-grade dissemination of business, financial and economic news services to assist the Republic's development. It will also foster links between media professionals and the wider community, public and private sectors, NGOs, etc.

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Applications are available for ***DESIGN 21***, a fashion show, medal and cash prize worth $1000. Celebrating the UN's 50th anniversary, UNESCO and the Japanese firm Felissimo Group invite young people to submit designs for original clothing expressing cultural identity by traditional and environmentally sound materials and techniques. The 50 winners will exhibit their work at a show in Paris in March 1996. Applications forms, due 15 April, are available at UNESCO's National Commissions and Division of Arts and Cultural Life.

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In 1963, a young man, both of his legs amputated, washed up on an Acadian beach in Eastern Canada. Who was he? Where did he come from? These questions are still shrouded in mystery. Taken in by a young childless couple, he remained silent throughout his life. This true story is the subject of a film by Canadian director Phil Comeau. **THE STORY OF JEROME** was given a special preview at UNESCO Headquarters on January 26, in the presence of cast member Myriam Cyr, as part of the festivities marking the centenary of cinema.

**UNESCO SOURCES**

# "NATIVE" AND "COLONIZED"

***Indigenous people are gaining ground in organizations like UNESCO but their battle for self-determination still rages in the field.***

*"Ten years ago, no-one talked about indigenous people. But here we are today at UNESCO. Many of us are no longer seen as something out of a museum, but as great thinkers,"* notes Rigoberta Menchu Tum, a Guatemalan Mayan Indian woman, and winner of the 1992 Nobel Peace Prize, addressing the second assembly of the Indigenous Initiative for Peace (IIP) held in Paris, February 13-17.

The first indigenous movements sprung up in the United States in the late 1950s among *"radical urban Indians"* in the wake of the black civil rights movement, explains Julian Burger, secretary of the UN Working Group on Indigenous Peoples. Then, as mining and forestry expanded in Latin America - especially in Amazonia - Indians there got together to protest development projects which threatened their environment and way of life. Indigenous peoples in Asia followed suit in the 1970s.

In Africa however, the movement is still very small. *"You've only had individual stands there so far,"* Burger says. *"Last year, for example, a Moroccan Berber attended the Working Group's meeting. However, there are also the Botswana Bushmen who, though barely 2,000-strong, have managed to win a reserve for themselves."*

The UN Sub-Committe on Human Rights started looking at indigenous peoples in the 1970s. Pressed by indigenous groups and NGOs, it set up the Working Group in 1982. *"At the first meeting, there were only a handful of Australian aborigines, Guatemalan Maya Indians and US and Canadian Indians,"* says Burger. *"Today, there are more than 800 representatives."*

The 1982 meeting produced a draft Declaration which recognized indigenous peoples' right to self-determination and to control the use of their ancestral lands. It also recognized their cultural rights, especially to multilingual education. In 1989, the International Labour Organisation (ILO) adopted its Convention 169 on indigenous and tribal peoples. *"But very few countries have ratified it so far,"* complains Myrna Cunningham, a Miskito member of Nicaragua's National Assembly who chaired this year's IIP assembly.

Many governments still deny the existence of indigenous peoples in their territories and talk instead about minorities or population groups. *"The UN recognizes the rights to self-determination of peoples more readily than minorities,"* says Burger. He thinks the fight to get the Declaration adopted has only just begun.

Who would the Declaration apply to? A question worth asking because there's no clear definition of *"indigenous peoples"*. Ibrahima Fall, coordinator of the International Decade of Indigenous People (1995-2004) says they are people who *"have always lived where fate set them down before other people arrived on the scene to live alongside them, unfortunately often marginalizing them so much in the process that they now find themselves strangers in their own land."*

For Menchu, they are simply *"native"* and *"colonized"* peoples *"whose social relations are rooted in cultures thousands of years old."* But if this distinction is easy to make in Latin America, New Zealand or Australia, where the European colonists stayed on, it's more difficult in Asia and Africa. *"Colonization isn't just about European domination,"* says Burger. *"There's also internal colonization."* Another issue, are Métis, mixed-blood people considered as indigenous? Countries like Australia say people should be what they define themselves to be.

## THE DIRTY WAR

The ILO says there are some 300 million indigenous people in about 60 countries around the world. Cunningham puts the figure at 400 million and Tauli C. Victoria, of the Philippines' Cordillera People's Alliance, claims there are 300 million in Asia alone. As these debates continue in the likes of international conferences, trials of strength are going on in the field between governments and indigenous peoples.

*"If you want to see a Karen in the year 2000, you'll have to go to a museum,"* said one delegate, talking about the *"dirty war"* between the Karen people and the regime in Rangoon. In Bangladesh, he said, the 300,000 Chakmas in the Chittagong Hill Tracts saw *"troops invade their land after the country's independence and carry out dreadful massacres."* The IIP denounced serious human rights violations in Indonesian-occupied East Timor. In India, the government has rejected the demands of 70 million "Adivasi" (meaning *"the first inhabitants"*). A recent peaceful demonstration in Maharashtra state ended with about 100 deaths. Nabin Mundu says modernization and extraction of resources has uprooted 22 million people since 1950. About 40% of those displaced were indigenous people who make up less than 8% of the population.

Asian governments don't want to recognize the rights of indigenous peoples because they preside over patchwork states and fear opening a Pandora's Box of problems, says Burger.

In the Philippines however, Victoria says that the indigenous movement has grown because of a World Bank scheme to build a dam. *"We saw it as the end of our world, so we fought back until the Bank withdrew from the project. Since 1987, the constitution has recognized our rights but the government won't let us control our lands and gives preference to multinational companies. That's what we're up against everywhere - the globalization of the world economy."*

*"In Nicaragua,"* says Cunningham, *"the government granted the Miskitos autonomy in 1987. We have our own local government and regional parliament, control our own education and health programmes and are building our own university. But we still don't control the natural resources in our territory."*

In Latin America, she says, the plight of the Indians is worst in Chiapas (Mexico), Peru, Ecuador , and Guatemala. *"They think we're inferior people holding back national development,"* says Antonio Hernandez Cruz, a member of Mexico's Chamber of Deputies. *"Many of us have opposed the government's land reforms carried out in joining NAFTA. That's what mainly set off the bloody repression of the peasant rebellion in Chiapas."*

As for Guatemala - where Menchu says the Mayas make up 65% of the population - Jose Angel Zapeta denounces the forced induction of children in the army. Jorge Machan Atz talks about the routine racism of civil servants, the ban on wearing traditional dress in schools and the marginalization of Indian languages. *"Many Indians have adopted a submissive attitude,"* he says.

The Inuits of Greenland are a rare example of an indigenous people who have regained control of the natural resources on their lands. *"Self-government and a constitution for Denmark's 55,000 Inuits was approved in 1979,"* says Tove S. Petersen, who sees it as a *"non-violent revolution.*

*"Today, we have our own government, elect our own parliament and run our own affairs. Under a special agreement between our two governments, the extraction of oil, natural gas and minerals must be jointly agreed on. We're also working out how to share the profits. The historical irony is that economic and social modernization has speeded up since we got self-rule."*

That's a good lesson for those who say indigenous peoples are only interested in living in the past.

**Sophie BOUKHARI**

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An exhibition entitled "1693 the Fateful Iliad, Faces of Sicily" was on view at Headquarters from February 1 to 10 in the framework of UNESCO's **BAROQUE WORLD** Project. It was followed by a round table on the theme "Baroque Heritage and Cultural Tourism in Sicily" at which art historians and specialists from the tourist industry described new itineraries in various provinces highlighting fetes and Baroque churches, many of which were built following the tragic earthquake of 1693.
Promotion of these sites and artistic events, reflections of a multi-cultural civilization (Visigoths, Greeks, Spanish...), should help divert some of the tourist traffic from the beaches to the Sicilian heartland.

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UNESCO and the International Federation of Library Associations and Institutions (IFLA) appealed for ***"SOLIDARITY WITH THE LIBRARIANS IN SARAJEVO"*** who are faced with *"intellectual and professional isolation."* January's appeal launched a fund raising campaign to *"not only allow the 150 librarians and their families to better cope with the calamities of war, but also help to revive the cultural life of this beleaguered city."*

☞ *General Information Programme*

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The Pierre de Coubertin **INTERNATIONAL FAIR PLAY TROPHIES** were awarded to the people of Norway for their solidarity in raising funds at the

*R. TO L.: F. MAYOR, GRAND DUKE JEAN OF LUXEMBOURG AND KING HAROLD V OF NORWAY AT PRIZE-GIVING CEREMONIES (Photo UNESCO).*

last winter Olympics, and to the International Federation of Association Football for combatting hooliganism in stadiums. A trophy also went to Justin Harley McDonald, captain of the Australian bobsled team, for his sense of fairness towards opponents. Awarding the trophies in Stuttgart on January 29, Director-General Federico Mayor condemned violence and paid hommage to *"the men and women who go against this current"*. He saluted sports authorities who modify the rules for a greater respect of the individual and the athletes who give meaning to their application.

▼

"Legal systems of Protection of Research Results in Genetics" was the theme of an international workshop led by Noëlle Lenoir, Chairperson of ***UNESCO's INTERNATIONAL BIOETHICS COMMITTEE***, at Headquarters, January 30 and 31. Participating experts found patent rights, rather than copyright, more applicable to genetics research. They also reviewed access to collections of biological samples and contractual agreements generally used to regulate access, but which the experts considered to be a legal *"no man's land."*



# HAVING A BALL!

## *A special air-lift from UNESCO recently touched down in Guinea bringing children soccer balls and the spirit of comradeship.*

*"The children will be sleeping with their shoes tonight,"* predicted Father Jean Dedieu, who runs the St Joseph the Worker parish in Guinea's capital, Conakry.

His delighted charges had just received some sports equipment sent by UNESCO and had no intention of letting go of it, even at night.

*"Hope and solidarity with a ball"* is a project of UNESCO's youth division. It aims to give sports equipment to children in developing countries where recreational facilities are often considered to be a luxury, and at the same time, spread the spirit of comradeship and fair play which is what sports should be all about.

*HEALTH, FAIR PLAY AND A SLAM-DUNK (Photo V. Sainte-Rose).*

It's a pet of Marie-José Lallart, who has been striving to put together *"a solid project which costs UNESCO as little as possible."* After a fund raising campaign, sports equipment made its way to children in Lebanon in July 1993.

The success fuelled a second search for donations which recently made it possible to send another shipment to Guinea with all kinds of things to keep kids active and healthy - from soccer and basketballs to ping pong paddles and balls, T-shirts, shorts and athletic shoes.

The material was mostly donated by firms like Adidas, Nike, Contrex and Perrier, along with sports bodies such as the International Amateur Football Federation and the French Tennis Federation.

Weighing nearly a ton, the $70,000 worth of equipment was brought to the pilots' training centre of the French Air Force which agreed to ship it to Guinea for UNESCO. The pilots involved received credit towards their training quotas for each hour of the overseas flight.

The cargo was flown on February 6 in a Transall from Paris to Conakry, where it was held up by Guinean customs officials, who were set on taxing it, even though it was non-taxable under international agreements on the importation of educational and sports equipment.

Top-level intervention, via Guinea's National Commission for UNESCO, eventually convinced the stubborn customs officials to reconsider their original decision.

The first lot of equipment was handed out before national TV cameras and local dignitaries to the 600 children at a UNESCO Associated School at Dubraka, 50 km from Conakry.

The second batch was first used for two football matches - one of them between the UNESCO clubs of two schools ("October 2" and Donka) and the other, between very young teams from the underprivileged neighbourhoods of Tombo and Coronthie.

The third batch was handed over to Father Jean Dedieu, whose parishioners have just built a sports field for out-of-school children of all denominations.

The rest of the equipment will be distributed by the National Commission of UNESCO.

**Virginie SAINTE-ROSE**
**L'Equipe**
**Conakry (Guinea)**

# PHILOSOPHICALLY SPEAKING...

## *Scholars compare notes in trying to take philosophy out of the ivy tower and into everyday life.*

Some 25 centuries after Plato opened his Academy, philosophy is finally taking root in public education on a global scale. Philosophy teaching has steadily increased in the past 30 to 40 years particularly in Africa and Asia, according to a recent UNESCO survey.

About 60 countries have responded to the survey's 82 detailed questions concerning the state of philosophy teaching around the world. Close to 25 scholars compared these results while attending the conference "Philosophy and Democracy" at the Organization's Headquarters in Paris, 15-16 February. In the end, they issued a declaration calling for increased support and recognition of the discipline after UNESCO announced the creation of a philosophy chair in Chile for South America and a European chair based in France.

### A HEALTHY DEMOCRACY

The scholars began by questioning whether there even is a link between philosophy and democracy as they pointed to varying conceptions and often intolerant beliefs of philosophers like Martin Heidegger who supported Nazism. Rejecting an intrinsic connection, the scholars settled on a more symbiotic relation: philosophy's search for truth encourages people to think critically which is essential for a healthy democracy; on the other hand, democracy offers philosophers the freedom and intellectual climate needed for their studies.

With this clarification, French philosopher Roger-Pol Droit managed to steer discussions back on track by asking: how can we reinforce philosophy education throughout the world?

For although newly independent countries show growing interest in the discipline, philosophy classes are dropping off in many developed countries with strong academic traditions like France. While people are searching for theoretical tools to help them sort out their lives, public opinion remains indifferent towards philosophy.

*"We need to reduce the gap between the idea that philosophy is important in the modern world and the idea that philosophers are really strange people who speak a language we don't understand..."* said Droit. *"We are seeing the public demand that philosophy not just be the business of specialists."*

Ioanna Kuçuradi, a philosophy professor in Turkey, could not agree more. Instrumental in making philosophy classes obligatory for all university students and hoping to do the same in secondary schools, she is now teaching young children in several of Istanbul's orphanages. *"We want to teach people to see the ethical dimensions in a given situation,"* said Kuçuradi. *"So why not start with kids?"*

While agreeing that young people seem to enjoy self-reflective philosophy, Professor Ruben Apressian of Moscow, explained that in Russia *"the problem lies with the professors. Those who were trained during Soviet times just don't know what to teach... dogmatism has become an easy replacement for official doctrine."* Re-training isn't needed so much, he said, as rethinking classes through exposure to new ideas.

Internet may be the answer, according to Professor Richard Shusterman of the United States who urged philosophers to explore the possibilities offered by mass media.

Videos about Aristotle? Why not, said Shusterman. While recognizing the risk of producing *"amateur philosophy,"* he insisted that *"the biggest risk is opening up to criticism. For a long time, philosophy has been controlled by a bunch of grey-haired old men who seem to deliberately keep people out of discussions. A less intimidating discipline might be more productive."*

**Amy OTCHET**

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Despite the global drive towards education for all, the knowledge gap continues to grow. To help bridge the gap, about 30 specialists reviewed various forms of cooperation at the 6th session of the **INTERNATIONAL COMMISSION ON EDUCATION** for the 21st Century at Headquarters, February 6 to 7. To counteract shrinking budgets of aid agencies and governments, participants stressed the need for cost-efficient projects adapted to local needs. *"Assistance"* should emerge as *"partnership,"* they said, because donors often pass on their prejudices, fashions and errors along with their expertise.

▼

"Tolerance on a daily level" is the theme of a poster contest organized by the Standing Committee of NGOs and UNESCO to mark UN ***YEAR FOR TOLERANCE***. All NGO members are eligible, including children under15 in a special category. Posters should *"encourage the spirit of tolerance and mutual understanding through respect for other people's differences."* About 5000 copies of the winning poster will be distributed and the 50 best entries exhibited during UNESCO's General Conference. Deadline: 31 May.

*Standing Committee of NGOs*
*1, rue Miollis, 75015 Paris*

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## LOOKING AHEAD...

A symposium on **SEXUAL EXPLOITATION OF HUMAN BEINGS** will be attended by some 50 specialists at the Korean Women's Development Institute in Seoul from April 17 to 20. An exhibition of the work of artists pre-selected for the **UNESCO PRIZE FOR THE PROMOTION OF THE ARTS** will be on view at Headquarters from April 17 to 28. From April 18 to 21, also at Headquarters, about 25 specialists will attend an International Consultation on **WOMEN's EDUCATION IN THE LEAST DEVELOPED COUNTRIES.** In Romania, April 24 to July 31, UNESCO and the Romanian National Commission will organize the First **INTERNATIONAL OPEN UNIVERSITY - "YOUTH IN EVOLUTION".** Starting with a workshop on ecology at Tulcea, Danube Delta, April 24 to May 5, it will continue with two workshops in data processing May 1 to 26 in Izvorul Muresului. About 40 specialists will attend a symposium on methods for the study of **ROCK ART IN CENTRAL ASIA**, organized at Headquarters April 25 to 27 with the French Centre for Scientific Research (CNRS) under UNESCO's Silk Roads Project as part of a larger research programme to draw up an inventory of Petroglyphs in the region. **WORLD PRESS FREEDOM DAY** will be observed throughout the UN system on May 3. The 2nd Meeting of the Advisory Board of the **"MEMORY OF THE WORLD"** Programme for the safeguard of library and archive collections, will be held at Headquarters from May 3 to 5. Also at Headquarters, in the **EDUCATIONAL ARCHITECTURE SERIES**, an exhibition from May 3 to 12 will display a variety of structures, including furniture and crafts, from French Guyana. The IOC Regional Committee for **THE CENTRAL EASTERN ATLANTIC** will hold its 4th session in Las Palmas de Gran Canaria (Spain) May 8 to 12.

**OUR NEXT DOSSIER** will focus on the theme of UNESCO's first public **PHILOSOPHY FORUM** (March 14 to 17): "What we know and what we don't know". Specialists will probe the element of ignorance in their various fields, and, through philosophy, seek a common language in which to communicate the contingent ethical, political, economic and other implications to a broad public.